

**Wyoming  
Carl D. Perkins Act  
Performance Improvement Plan  
For  
Indicator 1S1 – Academic Attainment: Reading/Language Arts  
And  
Indicator 1S2 – Academic Attainment: Mathematics**

**Overview**

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## **Background –**

In its approval to Wyoming's request for extension and revisions to its State Plan under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), the Office of Career, Technical, And Adult Education (OCTAE) included special conditions related to Wyoming's failure to meet adjusted performance levels for three consecutive years in the area of the Perkins performance indicator 1S2 – Academic Attainment: Mathematics.

*Section 123(a)(1) of Perkins IV requires each State that fails to meet at least 90 percent of an agreed upon State adjusted level of performance for any of the core indicators of performance described in section 113(b)(3) of Perkins IV to develop and implement a program of improvement plan during the first program year succeeding the program year for which the State failed to meet any agreed upon State adjusted levels of performance. Section 123(a)(3)(A) authorizes the Secretary, after notice and opportunity for a hearing, to withhold all or a portion of a State's allotments for State leadership and State administration under sections 112(a)(2) and (3), respectively, if the State fails to –*

*(i) implement an improvement plan;*

*(ii) make any improvement in meeting any of the State adjusted levels of performance for the core indicators of performance identified under section 123(a)(1) within the first program year of implementation of its improvement plan; or*

*(iii) meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for three consecutive years.*

Those special conditions of the grant award require the state to submit a performance improvement plan that was due August 19, 2015 and submit subsequent quarterly reports during 2015 and 2016 to OCTAE which must contain the items listed below.

### ***Special Conditions for Indicator 1S2***

*1. Your State must also submit its improvement plan, which is due on August 19, 2015, and subsequent quarterly reports on November 19, 2015, February 19, 2016 and May 19, 2016 to this office. These quarterly reports must demonstrate your State's progress in meeting action steps in your State's program improvement plan, and that your State will fully implement its program this program year for each of the core indicators that your State did not meet by at least 90 percent for three consecutive years, as identified above. Each quarterly report must clearly identify and describe the specific actions your State has taken since the submission of the last status report. Your quarterly reports must, at a minimum, include the following items:*

*Report Item a. Indication of the core indicator(s) of performance for which Wyoming failed to meet the 90 percent threshold for three consecutive years;*

*Report Item b. Categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;*

*Report Item c. The specific action steps that your State will take during the next quarter to ensure that the State implements each action step this program year (July 1, 2015 through June 30, 2016), including the date by which your state will complete each action step for the current quarter;*

*Report Item d. The timeline for completing each action step;*

*Report Item e. Identification of the staff person in WDE responsible for the successful and timely completion of each action step for next quarter; and,*

*Report Item f. The date by which Wyoming will complete each action step for next quarter.*

Based on Wyoming's regional accountability specialist (RAS) at OCTAE, the State has decided to include the Perkins performance indicator 1S1 – Academic Attainment: Reading/Language Arts in its performance improvement plan even though it has not failed that indicator for three years in a row.

### **Wyoming's Perkins Performance Improvement Plan -**

#### **Action Step 1: Identify and Review**

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) is identifying Wyoming high schools that did not meet 1S2 and 1S1 for the 2014-2015 program year. The CTE section will work in collaboration with the WDE Data staff to review LEA disaggregated CTE concentrator student performance data for the 2014-2015 program year. The outcomes of this review will determine the details of needed technical assistance and educator professional development.

#### **Action Step 2: Development**

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) will collaborate with the WDE Accountability and Assessment staff under the recommendations from the Wyoming State Board of Vocational Education and the Wyoming Assessment Taskforce to create a plan for technical assistance and to provide CTE educator professional development directly or through contracted vendors.

The CTE section will provide technical assistance and support to LEAs in developing local performance improvement plans for indicators 1S2 and 1S1 for the 2015-2016 program year.

#### **Action Step 3: Implementation**

The CTE section of the School Support Division of the Wyoming Department of Education (WDE) will partner with the WDE Assessment and Accountability staff to deliver technical assistance and provide CTE educator professional development activities directly or through contracted vendors.

The CTE section will continue to provide direct support to LEAs in the implementation of local performance improvement plans.

#### **Action Step 4: Outcomes Measurement**

The CTE section will work with the WDE Data section to collect and review student performance data in the areas of 1S2 and 1S1. Specifically, ongoing comparative analyses will be conducted to determine impact of interventions.

## **Quarterly Activities –**

### **August 20, 2015 – November 19, 2015 -**

- The Wyoming Department of Education (WDE) career technical education (CTE) section conducted analysis of the 2014-2015 school year Perkins and student data.
- The WDE CTE section worked with the WDE accountability, assessment and data sections during the first quarter of its performance improvement plan in comparing individual high school performance in the areas of 1S1 and 1S2 and performance in the Wyoming Accountability in Education Act (WAEA) accountability system during the 2013-2014 and 2014-2015 school years. The comparison between the 2013-2014 and 2014-2015 school performance for indicators 1S1 and 1S2 shows that Wyoming had 18 schools that did not meet both indicators for both years.
- The WDE CTE section also began work on the performance plan's action step two during the first quarter of its performance improvement plan using Perkins state leadership funds by providing two, two-day workshops which focused on project-based learning presented by Marty Sugerik, a project-based learning specialist and trainer. The two-day workshop focused on pedagogy, partnerships, classroom innovation and hands-on learning.

### **November 20, 2015 – February 19, 2016 -**

- The WDE career technical education (CTE) section completed its first action step in its 1S1/1S2 performance plan by its analysis of the 2014-2015 school year data for the Carl D. Perkins consolidated annual report (CAR) report including the identification of quantifiable gaps between all students and categories of students (quarterly deliverable). .
- The WDE CTE section established a technical assistance/professional development committee whose members include WDE staff from the Accountability Division: Content and Performance Standards, State Assessment System, District Assessment System, Accreditation and Support areas and School Support Division: Federal programs (quarterly deliverable). The technical assistance/professional development committee members shared their professional development/technical assistance activities and initiatives being attentive to avoid duplication of effort and extra work required of school districts. The committee members made suggestions on possible future activities that may help in the areas of reading and math.

### **February 20 – May 19, 2016 (Planned) –**

- The WDE CTE section will continue its work on the plan's second action step by continuing to facilitate the technical assistance/professional development committee. This quarter, the committee will focus on identifying additional activities for the summer of 2016 and the 2016-2017 school year.
- The WDE CTE section will update the State Board of Vocational Education on the status of its performance improvement plan.
- The WDE CTE section will continue to provide two workshops which focus on project-based learning presented by Marty Sugerik, a project-based learning specialist and trainer. These workshops during the first week of May, 2016 will be repeat and follow up

sessions for educators in other regions of the state. The WDE will market these professional development sessions to all districts, schools or institutions with an emphasis on the 18 high schools identified in the review as not meeting 1S1 and 1S2 in the past two years. Perkins state leadership funds will be used to underwrite these educator professional development workshops in Jackson Hole and Rawlins.

- The WDE CTE section will also review the WAEA local comprehensive plans for each of the identified schools. These schools will be eligible for competitive grants using Perkins state leadership funds to provide comprehensive professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels (Perkins Act of 2006, Sec. 124(b)(3)), specifically aimed at integrating applied mathematics and reading/language arts with CTE.



## Carl D. Perkins 2014-2015 Secondary Performance Indicators (Revised)

Indicators	Perkins IV Measurement Definitions	2014-2015 Results	2014-2015 Targets
(1S1) Academic Attainment: Reading	Percent of CTE concentrators who have met the proficient or advanced level on the ACT reading assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP)	29.46%	30.00%
(1S2) Academic Attainment: Math	Percent of CTE concentrators who have met the proficient or advanced level on the ACT math assessment administered by the State of Wyoming under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP)	38.07%	38.00%
(2S1) Technical Skill Attainment	Percent of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	74.54%	68.00%
(3S1) Completion	Percent of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	96.82%	92.00%
(4S1) Graduation Rate	Percent of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA	93.08%	92.00%
(5S1) Placement	Percent of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.	96.14%	95.00%
(6S1) Non-Traditional Participation	Percent of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	34.92%	32.75%
(6S2) Non-Traditional Completion	Percent of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	30.13%	23.50%

